



# Accessibility Plan

**School Name:** *Staverton CE Primary School*

Role	Designated Person
Headteacher	Ruth Nelmes
Designated Lead	Ruth Nelmes
Date written and approved by governors	July 2024
Date to be reviewed	July 2027

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## 1. Aims

Staveton CE Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is required under the *Equality Act 2010* to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan. This includes pupils, staff and governors of the school.

## 2. Legislation and Guidance

This document meets the requirements of schedule 10 of the *Equality Act 2010* and the Department for Education (DfE) *Guidance for schools on the Equality Act 2010*.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the *Equality Act 2010*, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

### **3. Monitoring Arrangements**

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by pupils, parents, staff and governors of the school and approved by the governing body.

#### 4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

##### 1. Increase Access to the Curriculum for Pupils with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Focus on inclusive high quality teaching</li> <li>• Adapted and personalised curriculum for all pupils.</li> <li>• Tailoring resources to support access to the curriculum.</li> <li>• Curriculum resources to include examples of people with disabilities.</li> <li>• Review of the curriculum to ensure it is inclusive</li> <li>• Access to statutory assessment</li> <li>• Disability awareness training for staff and governors</li> <li>• Links to other policies</li> <li>• Access to extra curricular activities, visits and trips.</li> </ul>	<p>Continue to monitor that teacher’s planning details how teaching will be adapted and personalised for children with Special Educational Needs.</p>	<p>Ruth Nelmes</p>	<p>2024-2025</p>	<p>The curriculum is clearly adapted to meet the needs of children.</p>
	<p>Continue to ensure Individual Support Plans show impact.</p>	<p>Ruth Nelmes</p>	<p>2024-2025</p>	<p>Success is measurable on children’s Individual Support Plans.</p>
	<p>Continue to ensure access arrangements are in place for statutory assessments.</p>	<p>Ruth Nelmes</p>	<p>Summer 2025</p>	<p>All children have the access arrangements needed to support them to succeed.</p>
	<p>Continue high quality CPD for all teachers and TA’s.</p>	<p>Ruth Nelmes</p>	<p>2024-2025</p>	<p>All staff are trained and supported in their roles.</p>
	<p>Ensure that children with Special Education Needs have access to extra curricular activities – particularly linked to sporting opportunities at lunchtimes in school.</p>	<p>Rachael Phillip</p>	<p>2024-2025</p>	<p>Register show how Freestyle are delivering extra curricular sporting opportunities to children with Special Educational Needs at lunchtimes twice a week.</p>

	<p>Continue to buy resources to support children with Special Educational Needs (Sensory Room and Lavender Room) and ensure books and resources include children and adults with disabilities.</p>	<p>Ruth Nelmes</p>	<p>2024-2026</p>	<p>Curriculum includes texts which represent people with disabilities. Weekly assembly reflects diversity and inclusion. Library contains books with people with disabilities.</p>
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**2. Improve and Maintain Access to the Physical Environment**

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Examples</i>  <i>Making environmental adaptations to the needs of pupils as required.</i>  <i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Lifts</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Access to specific area of the building</i></li> <li>• <i>Access to outdoor areas</i></li> <li>• <i>Emergency exits and evacuation procedures.</i></li> </ul>	<p>Add yellow strips to stairs on mobile.</p> <p>Ensure children who need a PEP have one in place for evacuation purposes.</p>	<p>Ruth Nelmes</p> <p>Ruth Nelmes</p>	<p>2025</p> <p>Sept 2024</p>	<p>Steps clearly visible to partially sighted people.</p> <p>People with disabilities feel safe and supported.</p>

**3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability**

<b>Aims / Objectives</b>	<b>Actions to be Taken</b>	<b>Person Responsible and Resources Needed</b>	<b>Timescale</b>	<b>Success Criteria</b>
<p><i>Examples: Developing the use of a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations.</i></li> </ul>	<p>Continue to use visuals for children with Autism and visual timetables for all children.</p> <p>Continue to use Widgeo on Line and Colourful Semantics to support symbolic representations.</p>	<p>Ruth Nelmes and Class Teachers</p> <p>Ruth Nelmes and Class Teachers</p>	<p>2024-2025</p> <p>2024-2025</p>	<p>Children understand the flow of the school day.</p> <p>All resources accessible to all.</p>